

Dr George Brosan: 'Entitled to speak my mind'

## Protests by overseas students 'monstrous'

by John O'Leary

In a strong attack on the opponents of government policy on fee levels, a polytechnic director said this week that overseas students are abusing their privileges and depriving home students of their right to education by taking militant action.

Dr George Brosan, Director of North East London Polytechnic, surprised delegates at a conference of "Aid Without Imperialism" in London with a speech defending the policies of successive governments on overseas students. Foreign students make an enormous contribution to higher education, he said, but there could be no sacred cows at this time.

"I believe that the politicians have reflected the instincts of the people, indeed it is their duty to do so," Dr Brosan said. "Why can't we trust what the people think?" Unbiased observers had to accept that public opinion might be right.

Dr Brosan pointed out that restrictions on overseas students had been applied by both Tory and Labour governments, while most pressure groups opposing the fees

could be accused of self-interest. They made "nice woolly, liberal noises" without declaring their own hands.

The National Union of Students was slugged out for particular criticism for using its overseas members as "election fodder" and becoming their own worst enemies. There would be no solution to the problem through disruptive tactics, which could eventually close down institutions and do no good for overseas or home students.

"There is growing resentment that overseas students, who are, after all, guests in this country, are grossly abusing their privileges. By occupation and closure of premises they are depriving indigenous students, especially part-time students, of their right to study," Dr Brosan said.

"In plain language, I think it's monstrous. How dare overseas students resort to this activity? What right have they to say what people in this country should or should not do?"

Dr Brosan said he felt entitled to speak his mind because his record both at NELP and in his previous position at Enfield College demonstrated that he was sympathetic to the problems of overseas students.

## Students will fight to stop end of London validations

Students this week promised to fight to overturn the decision by London University to cease validating courses at its last remaining associated colleges.

The expected decision came at last week's meeting of the university Senate, and despite a resolution from the council of the Institute of Education expressing "profound regret" at the recommendation, there was no dissent. Students, who could have been expected to oppose the move, are not yet represented on the Senate.

Six colleges are associated with the institute but one, Shoreditch College, Epping, is to merge with Brunel University next year. Goldsmiths College has applied to become a school of the university, and both the West London and Chesham Institutes have opened discussions with the Council for National Academic Awards to transfer validation of their courses.

The remaining two, St Mary's College, Strawberry Hill, and the Southampton Institute, have yet to announce alternative plans for validation. They will have to do so swiftly, since London University has set October 1983 as the date for final effect to its courses. The last validation will take place in the summer of 1983.

A statement issued by the council of the Southampton Institute noted the decision to cease valida-

tion "with regret", and said that this year's high standards could be attributed partly to the institution's association with the university.

The university said that the possibility of devising a simpler degree structure to take account of criticisms made by a committee looking into the colleges had been explored, but it became apparent that such a structure would restrict the freedom of the colleges to initiate and develop their own courses and degree programmes. A second degree committee, under Lord Annan, the vice-chancellor, had noted that college students' registration fees did not cover the costs to the university.

Students in the colleges are to hold a conference next month to publicise the plan, have already invited when they will sign up a campaign to reverse the decision. Miss Roz Reeburn, convener of the London Students' Organisation, said she feared that courses, and even whole colleges, could close as a result of the decision, in which case militant action would be inevitable.

As a minimum demand the students want a commitment from the university that teacher education courses will be saved and that all possible help will be given to the colleges to find alternative validation if the university is adamant in its decision to withdraw.

## Outlook for new telescope is black

by Robin McKie  
Science Correspondent

An urgent investigation is being carried out by a special committee of the Science Research Council to find ways of slashing the costs of the proposed £16m second telescope for the Northern Hemisphere Observatory in Las Palmas, in the Canaries.

The move follows the recent Government cuts in the SRC's budget—for unless economies of at least £6m are made in the telescope construction, two of the council's other major astronomy projects will be jeopardised. In particular, there will be no new telescope to observe millimetre radiation and the chances of developing a new healthy space programme will also be reduced.

At present, there is no chance of the 4.2m telescope being given the go-ahead by the SRC, although detailed proposals and costings had been made. Many British scientists believe that the instrument would have been the most important telescope of its kind in the world, because of its size, site and precise construction.

The new telescope would have been completed by the mid-1980s, and would have formed an observatory complex with the Isaac Newton telescope now being shipped to Las Palmas from its former site in Herstmonceux.

An ad hoc committee of the SRC's astronomy, space and radio board has been set up, and various working parties are investigating different ways to reduce costs. In particular, they are investigating construction costs.

This may be done by stripping the telescope housing of all subsidiary facilities—such as staff rooms, photographic units and dark rooms—and installing a portable observatory using the new telescope would then have to share such facilities with scientists using the Isaac Newton telescope at the site.

"Morale will be sapped, efficiency lowered, innovation out of the question. The result will be that all universities will be enfeebled with shrunken staffs, depleted staff numbers and impoverished research."

He said that if the country could not afford to maintain the present system then choices would have to be made and quality must not be sacrificed. Better to have fewer universities with the highest standards of research.

Level funding was "a euphemism for downhill all the way". The income that Leicester could expect for 1983-84 would mean a reduction of about 20 per cent in the present level of activities. The outcome would be the closure of Leicester University as we know it.

The London Institute of Education is to discontinue 11 temporary academic posts this year, and a further 15 permanent posts may have to be phased out by 1983-84 because of the cuts.

There are also plans for a 30 per cent expenditure cut on non-salary items, which will affect standards of maintenance, decoration, and departmental support.

The life of the Advisory Council for Adult and Continuing Education has been extended for a further three years.

But Mr Mark Carlisle, the Education Secretary, has made clear that he does not think the council should continue after October 1983. In a letter to Dr Richard Hodgson, chairman of the council, Mr Carlisle acknowledged that work had only just begun to make an impact on its two main tasks—a review of current practice and the means of most effectively deploying existing resources and identifying a coherent system of provision in some way present and future needs. But he expected that the council would be able to complete these tasks within the six-year lifespan offered by the extension.

## 'I' level examination plan will equal half an 'A' level

by Patricia Santinelli

Firm proposals for the introduction of a new intermediate level examination, halfway between O and A level, are to be sent to the Education Secretary by the Schools Council in the New Year. The Council has also decided to put forward a plan for improving the A level system.

Mr Mark Carlisle wrote to the Schools Council in July asking for comments on the best way forward with 16-plus examinations. He also announced his decision not to replace A levels with the controversial N and F level examinations after overwhelming opposition from the higher education sector—in particular the universities.

Now a document, prepared by a Schools Council working party and given final approval by its finance and priorities committee last week, outlines two groups of young people for whom the introduction of new courses and examinations is imperative.

The first are young people who achieve middling CSE but want to pursue their education for another year. New courses and qualifications are needed for them on the described last week in the Keele report.

The second target group is similar to that already existing for O and A levels. It is suggested that the sixth-form curricula should be broadened, and this could be done with the introduction of an I level, roughly equivalent to half an A level.

This would enable students to gain an additional qualification, for example a mathematician or scientist could continue to study language studies but at a level higher than A level.

Suggested improvements to the level system include some of the Standing Conference on University Entrance—such as a reduction in the number and variety of subjects, the simplification of titles, the identification of "common cores" or content, and within subjects.

The vice-chancellor of Leicester University said this week that a smaller number of universities with the highest standards would be better than "the palmed system" which seems to be drifting.

Mr Maurice Shock said in his annual report to Court: "Damage to the system could be irreparable if the Government subjects universities to cuts in expenditure which will result in their all being subjected to salami slicing of the worst kind."

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## 'Salami slicing' AUT claim

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professor (average) from £12,000 to £14,915.

Public sector lecturers are to leave to wait until the end of February before they receive the award which may emerge from Burnham machinery from June 1.

The Burnham committee is due to meet until the second week of the new year to decide on a per cent interim claim.

Despite delays in the Clegg Commission's pay comparability exercise, unions and management are expecting at least an indication of what it may recommend when three parties meet today.

The terms of the 1981 deal, which set any award from October 1 to January 1, September 1. Union leaders say that an interim 10 per cent for July will be followed by a further 10 per cent or so in September.

Taking the initial 9 per cent account, this would bring lecturers' original 28 per cent award to 37 per cent.

The delays caused by the move to Clegg have plunged negotiations for the National Association of Teachers in Further and Higher Education's decision-making.

1980 claim into a decade-long situation. Mr. David Welsh, secretary of the NAFHE, said: "The negotiations have been protracted since 1979."

The new policy is part of an overall strategy by Mr Michael Foster, who became chairman of the council last year, to reduce its commitment to postgraduate training and increase the proportion of SSRC funds allocated to major research ventures, such as the proposed Centre for the Analysis of Technological Change.

In the past year the council has received conspicuously less favourable treatment than the other research councils. In June it had to cut its budget by £1.5m, and was forced to tell more than 400 post-graduates who had been offered bursaries and studentships that their awards had been withdrawn.

Management studies and industrial relations have already been identified as areas where there is

## Social scientists face big cuts in postgraduate training



by Peter David

A big cut in postgraduate training, with management studies being protected at the expense of traditional social science subjects, is being planned by the Social Science Research Council following a major review of its budget priorities.

The council's postgraduate training board is now telling subject committees that the proportion of funds earmarked for them is to drop, and tough decisions will have to be made between subject areas.

The subject committees will discuss the implications of the cuts later this month, but the board has already decided that cuts in universities and polytechnics will be required to secure the necessary disciplines harder than others, and that the SSRC awards should reflect the same pattern.

Management studies and industrial relations have already been identified as areas where there is

still scope for some expansion, and the SSRC intends to protect these areas from reductions in post-graduate awards. But several traditional subject areas—economic and social anthropology and psychology—will face big reductions in the number of awards.

A second major change in its postgraduate training policy has also been agreed by the training board. Researches are likely to be concentrated in large departments with "viable programmes of training", and some departments which used to receive a small annual quota of SSRC awards will be discontinued.

The policy changes will begin to bite in October, when the next triennial review of all departments receiving SSRC awards is due to take place. But in the interim, competition for awards is bound to become fiercer in a constricted market.

It is clear that the authority was taken back by the limited progress made by polytechnic governors, academic board, and academic support staff in condemning its actions. The expectation seemed to be that the authority would make progress in publicising its work, draw its budget of seeking the consent of Mr Mark Carlisle, Secretary of State for Education, to a takeover of the polytechnic. But the "rough" has not been made by the polytechnic means that the "Kirkley" shift may have in effect been called.

One request from the authority to the special government committee for a meeting has already been rejected. There is no indication from Kirkley as to whether it will agree to hand the report over to the governors' committee. The Conservative leader of the Council, Councillor Tom Cliffe, declined to comment, but generally refused to say if the closure would have to be decided

While councillors may have expected a request for a meeting as an early priority in view of the gravity of the situation, it is clear that the special committee is not disposed to talk at least until the report is released to it.

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Eventually a takeover of the polytechnic is due to day running by council officials. It is highly likely that a committee, elected by the governors at a special pre-Christmas meeting, will refuse to talk with representatives of the authority unless Kirkley agrees to put on the table a statement of non-liquid assets on which loans could be raised.

## Prince Charles tipped to lead engineers

by Robin McKie

Britain's engineers could soon find themselves with a Royal leader—for Prince Charles is now being put forward as a prime candidate for chairman of the executive of the proposed Engineering Authority. Prince Charles is a personal choice of Sir Monty Finniston, whose committee has recommended the setting up of the authority as the principal means of reinvigorating UK manufacturing industry. This view is not widely shared by other members of the committee who generally favour an industrialist for the chairmanship.

Sir Monty's arguments rely on Prince Charles's status which he believes would be vital in attracting many engineers to accept the authority and to agree to its proposed registration regulations.

Given that Prince Charles may wait many years before being crowned, his job would be a valuable interim role for he would be directing the revitalization of industry by encouraging the introduction of new technology and engineering talent. This would require the support of young engineers and Prince Charles could be seen as an acceptable leading figure to them.

But many others argue against the Prince's lack of experience in dealing with complex, delicate negotiations at a high level. This will be particularly vital in the case of the proposed £10m-a-year authority as it will have to take over the work of existing bodies.

Its functions will include the setting up of a registration system for engineers, similar to the one which now exists for doctors; the establishment of an accreditation procedure for scrutinizing university engineering courses; the monitoring of industrial training courses; and the general control of standards.

But the authority will still have to cooperate with many of the bodies stripped of their powers. In nearly all respects the authority will have to achieve its goals by working through other agencies and representatives from these, too, should be fully involved in working sub-committees, the committee report states.

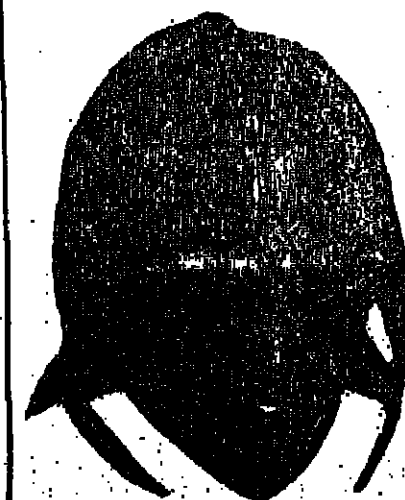
The new envisage, as well as industry based representation, the major engineering institutions, the industrial training boards and various educational bodies should continue to play major roles.

To set up such a system will require industrial experience and a detailed knowledge of engineering education—which many feel would exclude Prince Charles. The 15 to 20 member executive is to be made up mostly of engineers.

But on Wednesday the Finniston committee will be officially disbanded once it has presented its report at a public meeting in London. It will then be the personal influence of the individual members which will carry over the selection of a chairman.

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# DES reveals huge decline in training

by David Jobbins

The massive decline in the numbers of school leavers going on to initial teacher training is disclosed in the latest figures from the Department of Education.

From 34 per cent of school leavers in 1967-68, about half the percentage embarking on degree courses that year, it had fallen to 0.5 per cent by 1977-78.

Of the 774,000 school leavers in 1977-78, 3,500 went on to a teacher training course, compared with 52,600 due to start degree courses. Only 0.2 per cent of boys chose teacher training, compared with 0.5 per cent of girls.

The statistics are bound to reinforce anxieties over the supply of teachers to meet the demands of the middle and late 1980s.

Most (69 per cent) of the 62,500 school leavers with three or more A levels entered degree courses, with about one third of the rest taking other further education courses and the remainder seeking jobs.

Of the 28,700 school leavers with two A levels, 30 per cent chose a degree course, nearly 46 per cent sought employment. Fewer than 40 per cent of the 112,000 with one or more A level decided to seek a job straight from school.

The figures show a tendency to mix science levels with subjects in the arts and social sciences. In 1967-68 35 per cent of school leavers with three or more A levels passed in

science subjects only, with a further 11 per cent passing in a mixture. By 1977-78, the science specialists had fallen to 30 per cent, while those mixing subjects had risen to 23 per cent. Twice as many school leavers had linked a non-science subject with their maths A level than 10 years previously and similar trends could be detected for those treating geography or English as their main A level.

Because of their wide ability range, the comprehensive schools fared proportionately less well than the direct grant, independent and remaining state grammar schools in securing places on degree courses for their school leavers.

With their highly selective intake, the direct grant schools achieved the best academic results, with 44 per cent of their leavers going on to degree courses.

This compared with 28 per cent for the independent schools, 27 per cent for state grammar schools, and 5 per cent for the comprehensives.

But the percentage figures obscure the true picture for school leavers embarking on degree courses. Far from being a tiny minority, state school leavers outnumber their "private sector" colleagues by very nearly three to one.

Department of Education and Science: Statistical Bulletin: Provisional Figures of School Leavers, GCE and GCE Statistics, 1978.

## British Council awaits the news from Whitehall

The British Council is expected to learn the outcome of a Whitehall review of its future in a few weeks. By the end of this month, it will already have been told of the conclusions reached by Ministers—and where it will face still further expenditure cuts.

The report of the interdepartmental committee is already in Ministers' hands. Although the council was closely involved with the work of the review, it has had no part in any decision-making and will have to wait to know its fate.

The council is still reeling from the 11.5 per cent cut in its 1980-81 budget, which, when redundancies are taken into account, is likely to mean a real cut of at least 14 per cent.

In a House of Lords debate before Christmas, Lord Hinch of Lusby gave an informed account of the impact on the council of the current cuts. Three specific schemes for scientific and university interchange with the Indian sub-continent were already marked down for termination, he understood.

In the UK, the regional network was to be reduced. Promotion of the arts would have to be cut by 25 per cent.

The council has also been forced to leave its scientific programme, cut its budget for overseas libraries and periodicals for overseas libraries by 40 per cent, and cut its books exhibition work by 20 per cent.

If Ministers decide that more cuts for future years are needed, the council warns that staff reductions and office closures are inevitable. Sir John Elewellyn, director general of the council, has said that English language teaching for 42,000 students abroad would be endangered.

It was this aspect which two leading Conservative peers singled out for particular comment in the Lords debate. Lord Hume of the Hires, the former Prime Minister, said the council was the service of the country.

And Viscount Eccles, former Education Minister, suggested the council should either engage more widely in English teaching or go into partnership with private agencies, such as International House.

The council's strongest champion in the debate was Lord Goodman, who said it conducted its affairs with exemplary economy. He felt it was a remarkable indication of the council's wisdom to be subjected to such economies, for work could not be overvalued and to economise was an awful mistake.

The Government was adamant the council could not be excluded from the need for further economies over a wide field. But Lord Trevelyan, the Government spokesman, agreed the council was Britain's main instrument of cultural diplomacy.

## Women's studies degree at Kent

by Charlotte Barry

Britain's first-ever course in women's studies leading to a postgraduate MA degree is being introduced next year at Kent University's faculty of social sciences.

About 20 students who must have a good degree in any human or social science will be taught by 10 academics, both women and men, of a variety of disciplines.

The one-year course will revolve round a compulsory core course on the theory and development of feminism. Students will also take a number of optional courses, one of which includes study of women and the welfare state.

Students will also study the intellectual origins of feminism, women and the labour movement, and the role of women in society.

The course is being coordinated

by sociology lecturer Dr Mary Evans, who has been teaching an undergraduate option on women in society and organizing a women's studies seminar at Kent since being appointed in 1976.

Although there are many women's studies courses at various levels in different educational institutions throughout the country, they tend to concentrate solely on aspects of the subject.

We thought it was particularly important to have a real sense of the subject, and also specialist courses, something more ambitious and comprehensive than what is being done elsewhere.

Dr Evans said the growth of women's studies has been rapid, but the widening social role of women outside the family and domestic sphere has not kept pace.

She said the course would

## Ngaio Crequer reports on the universities' response to spending cuts Lancaster's do-it-yourself solution

Scientists will have to make their own equipment and staff will have to do their own typing to save costs, Professor Philip Reynolds, acting vice-chancellor of Lancaster University has warned.

He told the Court at its annual meeting that Lancaster would need to lose an estimated 13 or 14 staff a year up to 1983-84. There could be no replacements of resigning staff for four years. There was already a total freeze on vacancies and one department was without a professor.

"Student numbers would have to be restricted in those departments where staff leave, and these might well be the departments where student quality is at its highest," he said. "The quality of the university would thus be savagely undermined."

Professor Reynolds said that the university's deficit this year could reach £350,000, which would wipe out the main A level.

LSE plans to plead a special case

Alone of all universities, Bath foresees no contraction of activities because of the cutbacks and considers it may even benefit from the new funding policy on overseas students.

Mr R. W. Holder, treasurer of the University of Bath, says in his report to Court that the finances are under a great deal of strain. "One of the things we had to stop," he said, "was the purchase of new cars. We had to stop that."

He said: "And so we have not been taken by surprise, nor is there likely to be any dramatic tightening or curtailment of activity in the university."

"We are already, as I understand it, probably the most effective university out of the 47 in the United Kingdom and, if quality in return for investment is a criterion for the allocation of funds, Bath may always be at the top of the list."

He said that although he could give no assurances as to future overseas intakes, he would be surprised if the quality and number of these students fell below the limits set in previous years.

Professor Dahrendorf: "We are asking Government to give us a chance to deal by not adding further damaging measures to those already taken."

The response of the London School of Economics to the current financial situation will be to plead a special case, Professor Ralf Dahrendorf says in his annual report.

"We are not asking Government to bail us out," he claims. "We are asking Government to give us a chance to deal by not adding further damaging measures to those already taken."

The LSE made a unique contribution to higher education and research and should not be disadvantaged from doing what it could do.

In the coming year the school's reserves would have to be run down to a dangerous extent, even if internal cuts were more severe than those made in 1975. But, says Professor Dahrendorf, the school still maintains the principles that there should be no redundancies on account of savings, and there will be continued promotion on merit and an equitable sharing of the burden.

Professor Dahrendorf maintains that the LSE would not be forced to change its character. It would avoid the easy road to survival of substituting home undergraduates for postgraduates and overseas students. It is likely there will be a growth in the number of mature students.

The 1978-79 fund, which is being used to help the first 100, is being launched later this year, the figure will have increased to 20 per cent of the total.

He says that there might be a case for setting up a library to work out a medium-term plan for the LSE, to look at the prospects in the light of the unique contribution the LSE has to make.

According to the report, 1978-79 progress which ended in a disaster, this year will be difficult. It would not be surprising if the school's reputation for research and teaching were to be damaged.

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out the revenue balances. With the new level of funding, a deficiency of about £300,000 or more would be repeated each year at the present level of operation.

The withdrawal of funding for overseas students meant that Lancaster would expect to lose by 1983-84 £1.06 million at constant prices, or just over 11 per cent of the university's income.

Fees would offset this loss but an analysis had shown that Lancaster could lose between 30 and 40 per cent of present overseas numbers. The financial loss this would cause, plus the funding deficiency would mean that economies of between £640,000 and £800,000 would be required by 1983-84.

One effect of the new policy would be that universities would thus be scouring the highways and byways of the country for the world to attract children of the rich.

No problems for Bath

"And because of our costiveness, at the minimum suggested rate for foreign student fees, the university might actually be under the new arrangements."

He said that as long as wages and salaries were kept down, there should be no curtailment of activities in learning and research. This was no longer one of the wealthiest countries and would have to face hard reality.

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elites who, irrespective of the intellectual quality or their social background, could afford to come with their fast cars to a university where they would have to reduce the number of places available for the qualified home students.

Professor Reynolds suggested ways in which the Government could minimize the effects of the policy—by discounting the benefits of overseas students against the national cost, by increasing the availability of high quality research facilities, and by extending the period over which the economic burden would be borne.

He also referred to the widening gap between the universities and the rest of the country, and said that the universities were being forced to look for ways to attract children of the rich.

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Professor Dahrendorf maintains that the LSE would not be forced to change its character. It would avoid the easy road to survival of substituting home undergraduates for postgraduates and overseas students. It is likely there will be a growth in the number of mature students.

The 1978-79 fund, which is being used to help the first 100, is being launched later this year, the figure will have increased to 20 per cent of the total.

He says that there might be a case for setting up a library to work out a medium-term plan for the LSE, to look at the prospects in the light of the unique contribution the LSE has to make.

According to the report, 1978-79 progress which ended in a disaster, this year will be difficult. It would not be surprising if the school's reputation for research and teaching were to be damaged.

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## Statistics 'favour universities'

by John O'Leary

The public sector of higher education suffers from disadvantages which make it more difficult to raise standards in colleges and polytechnics than in universities, according to Mr David Bethel, chairman of the Committee of Directors of Polytechnics.

In a recent study of several anomalies arising from the binary system, Mr Bethel warns that they will have to be taken into account in any attempt to assess standards in universities and polytechnics.

One such anomaly was the different method of calculating full-time equivalent students (FTEs). Whereas in a university all part-time students were counted as 0.5 of a full-time student, in polytechnics and colleges a student attending for one evening a week counted as 0.15 on average, and a student in class for one whole day and one evening counted as 0.35.

This represented a positive disincentive for staff to develop part-

time courses and the resulting FTE statistics also used as an indicator of performance, Mr Bethel said. His own institution, Leicester Polytechnic, had found it almost impossible to gain credit for a distance learning scheme to update graduate programmes, despite having the support of the Pharmaceutical Society of Great Britain, and 900 students poised to enter the course.

Another disadvantage listed by Mr Bethel was the restriction on polytechnics of the proportion of senior staff. Although universities are allowed up to 40 per cent of staff on academic salaries, the polytechnics' principal lecturers, readers and above, the public sector was held down to around 25 per cent. "This is a positive disincentive for polytechnic staff to improve their performance," he said.

The different methods of funding institutions was the other main grievance listed by Mr Bethel, the new proposals for overseas students' fees providing the latest example. While the universities had been set minimal fees of some £200 above these figures.

Mr Bethel was addressing the annual conference of the SRHE on indicators of performance relating to students and staff. The prime purpose of all academics' efforts was to improve the students admitted to higher education since their perception of institutions and that of their employers is more important than academics' self-perception, he said.

Contraction in higher education, as long as it is not to be too sudden or drastic, should be capable of smooth introduction using the same criteria as for expansion, he added. Where agreed criteria had been established for appointments and promotions, these could allow contraction of the teaching service to take place without undue disruption or very painful decisions.

## Support for LSE's Business History Unit

by Charlotte Barry

Overwhelming support for the Business History Unit, established in August 1979 within the London School of Economics and Imperial College, has come from businesses and research councils.

An initial appeal for core funds of £400,000 has raised more than £223,000 from the business world, and research councils and overseas foundations have granted a further £250,000 for specific projects.

The unit's first report, just published, expresses the hope that new ideas for business start-ups will be encouraged by the unit's research, and enable further developments over its first seven-year period.

Dr Leslie Hannah, the unit's full-time director since January 1979, said the first year had been an exciting and challenging one, as establishment of the unit marked one of the few areas of expansion in the social sciences.

He thought that the political changes that are taking place are actually favouring us, he said. "Most of the staff appointed so far are young men anxious to go into a new field. There's an atmosphere about it all that one remembers in the last frontier."

Dr Hannah added that they had found that businesses were quite sensitive about their image. Many thought that the work being carried out by the unit might do something to improve it, and were being very cooperative in giving access to materials.

"Some have been really quite interested in this as not just another area of public relations, but as a means of having more intelligent discussion about the role of entrepreneurs and businessmen."

The unit's primary aim is to act as a centre within the UK for the development of work in the field of business history. It emphasizes the wider aspects of the subject, building on the history of individual companies.

For the time being the activities of the unit are concentrated on the LSE where there are three main areas of research. The first is a collection of archival material for a history of the growth of the profession of management in the twentieth century.

Papers of a management research group involving a number of leading British companies have been made available to enable a study of the views of board members and senior managers on contemporary issues from 1920-70.

With a Social Sciences Research Council grant of £142,000, four staff are employed on a five-year project to study English and Welsh entrepreneurs and managers since the 1860s. They will, in addition, be studying the history of the volume Dictionary of Business Biography.

The third major piece of research is a survey of continental European business material on computers in management. The survey will draw on a quantitative analysis of interviews of the new group of which they come, but there is an increase in the proportion of women applying.

## Vocational scheme slated

by Patricia Santinelli

The expected widespread support from employers.

The CBI proposes that national guidelines on the vocational preparation of young people should be drawn by the Government, industry and education for experimental action at local level. This would provide a basis for discussion and action between local education authorities, school teachers, further education colleges and industry.

It calls therefore for a joint initiative to introduce vocational preparation before the last year at school as a foundation for further complementary vocational preparation in employment, further education or through schemes for the unemployed. The CBI points out that employers are not convinced that the additional year of compulsory schooling has been used to best advantage and believe that further courses of a general and national nature should be organised in conjunction with employers and further education.

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## Knighthood for Professor Beloff



Max Beloff: a knighthood.

The first principal of Britain's only independent university, Professor Max Beloff, has been knighted in the New Year Honours List.

A distinguished historian who was formerly Gladstone professor of government and public administration at Oxford University, Professor Beloff has been at the University of Buckingham since 1974. He is due to retire this year.

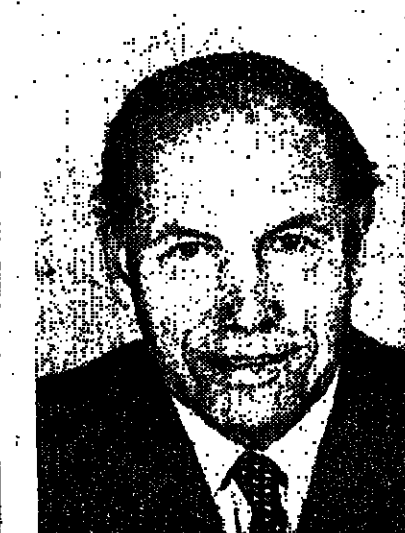
Other knights in the academic field are Mr Harry Barnes, director of research at the Glasgow School of Art since 1974, and Mr John Ellis, general physician and dean of the London Hospital Medical College, who is also editor of the British Journal of Medical Education.

Also knighted are Professor Michael Postan, emeritus professor of economic history at Cambridge University, and Professor William Trethowan, professor of psychiatry at Birmingham University.

Mr Postan, chairman of the City and Guilds London Institute has been knighted for services to education.

Among new CBEs are Mr John Barnett, principal of the College of Ripon and York St John, and Professor William Beasley, professor of history of the Far East and head of the Far East Centre in the School of Oriental and African Studies at London University.

Other CBEs are Professor Joseph Black, head of the school of engineering at Bath University, Professor Alasdair Steele-Bodger, professor of veterinary clinical studies at Cambridge University, Professor William Burcham, Oliver Lodge professor of physics at Birmingham University, and Professor Thomas Williams, professor of civil engineering at Southampton University.



John Barnett: a CBE.

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Reconstruction of part of the Sutton Hood helmet decoration.











# BOOKS

## Reversible and irreversible systems

## Phyla

difficult to understand  
be the case, despite

## Purse-string committees

**In the discomfort of your own home**

**Donald W. Watkins**

## This week's reviewers

# levels

a number from mechanics, the behaviour of lasers, and so on. The author has a pleasant, clear style of writing and numerous figures and graphs are included. Easy to follow forward, and back references are included wherever necessary.

The presentation is most likely to appeal to the physicist since the practical problems are not discussed. The depth of the engineering and mathematics is limited only to the extent that it illuminates the physics. At times the author is over critical of mathematical methods for avoiding the really difficult problems. However, there is still much in the book that will stimulate the thinking of engineers and mathematicians.

The author certainly achieves his objective of bridging the gap between the undergraduate and research texts.

Geoffrey A. Jones

## Bridging undergraduate and research levels

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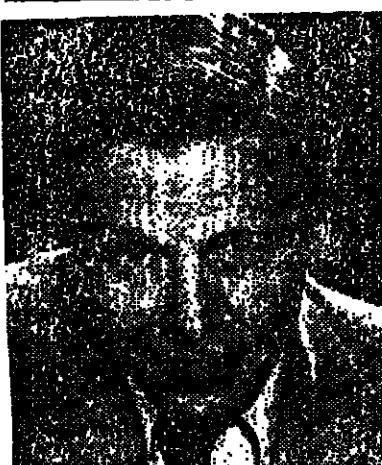
The author certainly achieved his objective of bridging the gap between the undergraduate and research texts.

Charles G. Smith

## Bridging undergraduate and research levels



# NOTICE BOARD



Honorary degrees for (clockwise from top left) Attenborough, Gielgud, McArthur, Warnock Williams and Warner.

## Honorary degrees

### Open University

The following are to be awarded honorary degrees this year: Mr David Attenborough, broadcaster; Dr Archie Cow, senior consultant/producer BBC Open University productions; Mr Basil Davidson, journalist and author; Sir John Gielgud, actor and director; Dr Sidney Holtgate, Master of Grey College, Durham University; Mr Peter Lashett, fellow of Trinity College, Cambridge and reader in politics and the history of social structures; Dr John McArthur, famous for his discovery of the malaria-carrying mosquito and for the McArthur microscope; Sir Frederick Warner, who has just retired as chairman and pro-chancellor of the university; Mrs Mary Warnock, senior research fellow at St Hugh's College, Oxford; Mr A. H. Wickens, director of research with the British Rail Board.

The following will be awarded honorary MAs by the university: Dr Bryn Ashton-Jones, known for his contribution to the arts and humanitarian works who was granted the

## Appointments

### Universities

**Kent**  
Conferment of the title and status of reader: Mr C. Macdonald (accounting and taxation); Lecturer: J. R. Swings (natural sciences) in the School of

# COURSES

**85% PASS DEGREE EXAMS**

This year 77 out of 91 Wotsey Hall students who sat London University External degrees passed; 41 of these gained first class honours out of only 5 awarded.

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**Wotsey Hall**  
Principal: Mr. J. H. Wotsey  
100, Wotsey Hall, Wotsey, Wotsey  
Wotsey, Wotsey, Wotsey

Freedom of the City of London in September 1979. Dr Roger Bradley, part-time tutor with the university; Mr Roger M. Jellicote, consultant on electronic aids for severely physically handicapped people. The Rev Gordon E. Moody, former general secretary of the Churches Council on Gambling; Dr John Poling, founder of the Oxford Scientific Film Company; Colonel H. T. B. Rooke, regional secretary for the South East Region of the Open University; Major General Lloyd Howell, director of army education; Mrs E. J. Burrows, assistant senior consultant with special responsibility for disabled students as well as being a part-time tutor at the university; Mr W. R. Cartledge, vice-principal of North Lindsey College of Technology and a part-time member of staff with the university; Miss Enid Porter, former curator of the Cambridge and County Folk Museum; Mrs A. Dwyne-Dimes, administrator in the registry, University of York; Mr Stephen W. Stephens, formerly a teacher at Llandudno Primary School; Mr Gwilym E. Roberts, teacher in Springfield Junior School, Llandudno.

## University of Wales

The following will be awarded honorary degrees on July 19:

**Continuing Education** Research fellows: J. R. Campbell (chemistry); H. D. Ratcliffe (biology); the Reverend Dr John Gielgud (Centre for the Study of Religion and Society).

**London**  
Conferment of the title of reader in physics: Dr M. F. Collins (Royal Free Hospital); School of Medicine; in economics: Dr D. A. Gurle (in respect of his post at the London School of Economics); in mechanical engineering: Dr R. T. Farnes (in respect of his post at Imperial College of Science and Technology); in inorganic chemistry: Dr W. P. Griffiths (in respect of his post at Imperial College of Science and Technology); in English: Dr D. Jacobson (in respect of his post at University College, London).

## Open University programmes

January 5 to January 10

### Saturday January 5

**Technical Education** course: Home Science; Dr J. H. Wotsey, Lecturer; Dr J. H. Wotsey, Lecturer; Dr J. H. Wotsey, Lecturer.

### Sunday January 6

**Business** course: Financial Accounting; Dr J. H. Wotsey, Lecturer; Dr J. H. Wotsey, Lecturer; Dr J. H. Wotsey, Lecturer.

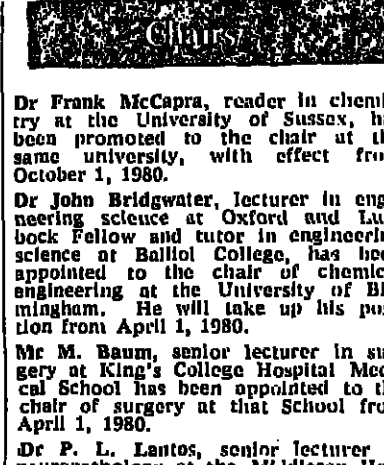
### Monday January 7

**Mathematics** course: Calculus; Dr J. H. Wotsey, Lecturer; Dr J. H. Wotsey, Lecturer; Dr J. H. Wotsey, Lecturer.

### Thursday January 10

**Science** course: Physics; Dr J. H. Wotsey, Lecturer; Dr J. H. Wotsey, Lecturer; Dr J. H. Wotsey, Lecturer.

## Noticeboard is compiled by Patricia Santinelli and Mila Goldie



**Dr Frank McCapra**, reader in chemistry at the University of Sussex, has been promoted to the chair at the same university, with effect from October 1, 1980.

**Dr John Bridgewater**, lecturer in engineering sciences at Oxford and Lubbock Fellow and tutor in engineering science at Balliol College, has been appointed to the chair of chemical engineering at the University of Birmingham. He will take up his position from April 1, 1980.

**Mr M. Baum**, senior lecturer in surgery at King's College Hospital Medical School, has been appointed to the chair of surgery at that school from April 1, 1980.

**Dr P. L. Lantos**, senior lecturer in neuropathology at the Middlesex Hospital Medical School, has been appointed to the chair of neuropathology at that school from October 1, 1980.

**Dr K. B. Saunders**, senior lecturer in medicine at the Middlesex Hospital Medical School, has been appointed to the chair of medicine at St George's Hospital Medical School from October 1, 1980.

**Dr S. Selwyn**, formerly reader in medical microbiology at Westminster Medical School, has been appointed to the chair of medical microbiology at that school.

The title of professor of Russian literature has been conferred on Dr Olga Crisp in respect of her post at the School of Slavonic and East European Studies, University of London.

## Grants

### Dundee

**Biological Sciences**—Dr M. F. J. Daft—£25,848 from the ARC to assist his research on interactions and competition among different endophytic crop plants; Dr Janet Sprent—£17,531 from the ARC in connection with her research on functional anatomy of the xylem of legume root nodules; Dr R. A. Harvey—£15,814 from the NERC to assist his research into microbial interactions in anaerobic marine and estuarine sediments; Dr R. B. Nisbet—£14,000 from the NERC in connection with his research into the aggregation of sand by extracellular polysaccharides of bacteria; Dr P. J. Raven—£21,200 from the SRC to conduct an investigation into exaltol biosynthesis in higher plants using stable isotopes of carbon and nitrogen; Dr J. D. Stewart—£16,504 from the SRC to assist his research into the fibrillar structure of cyanobacteria; Dr D. B. Wray—£27,676 from the SRC in connection with his research into abiotic and abiotic movements during water stress.

**Chemistry**—Dr W. M. Horrobin—£11,050 from the SRC to assist his research into the photochemistry of benzoxazole-2-N-oxides and benzoxazole-2-N-oxides; Dr A. Miller—£11,250 from the SRC to assist his research into the application of halophosphine reactions to organic synthesis.

**Child health**—Dr P. T. Cate—£19,819 from the Scottish Home and Health Department in connection with his follow-up study of 10 years of age of infants and their mothers; Dr J. H. Wotsey—£14,000 from the NERC to assist his research into the fibrillar structure of cyanobacteria; Dr D. B. Wray—£27,676 from the SRC in connection with his research into abiotic and abiotic movements during water stress.

**Community and occupational medicine**—Dr D. R. Billington—£60,000 from the Scottish Health Education Unit to set up Health Behaviour Research Unit; Professor A. B. Hill—£50,000 from the United States Navy for research into the fundamental aspects of decompression sickness; Dr P. B. James—£14,247 from the Health and Safety Executive for his research into doppler ultrasound in the investigation of the respiratory system.

**Electrical engineering and electronics**—Dr J. H. Wotsey—£25,000 from the MOD to assist his investigation of the remote sensing of ocean features.

**Geography**—Dr P. Knox and Dr B. Cottam—£12,848 from the SRC to conduct an investigation of the social and economic aspects of land use developments in the Highlands.

**Geology**—Dr P. H. Roberts—£12,848 from the NERC for his research into the development and evolution of an XRS modal analysis technique for structural geology.

**Mathematics**—Dr F. Griffiths—£12,130 from the SRC for his research into the finite element methods for incompressible viscous flow; Professor S. J. Jones—£17,013 from the SRC to assist his research into the development of a new mathematical model for the analysis of fluid flow in the human respiratory system; Dr J. H. Wotsey—£14,000 from the NERC to assist his research into the fibrillar structure of cyanobacteria; Dr D. B. Wray—£27,676 from the SRC in connection with his research into abiotic and abiotic movements during water stress.

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**Work**



Universities continued



Applications are invited for the following posts for which applications close on the dates shown. SALARIES (unless otherwise stated) are as follows: Professor \$24,110; Senior Lecturer \$21,180; Lecturer \$18,180; Senior Lecturer \$21,180; Lecturer \$18,180. Further details and conditions of appointment for each post and application procedure may be obtained from the Association of Commonwealth Universities (ACU), 20 Gordon Square, London WC1H 0PF.

**LECTURER/SENIOR LECTURER (CONTINUING)—DEPARTMENT OF CONSERVATIVE DENTISTRY**  
Teaching from 1 July 1980. Applicants should have a dental qualification and be registered in the United Kingdom, Australia, or New Zealand. An appropriate dental degree would be an advantage. The appointee will be expected to take part in the teaching and research activities of the Department in the field of conservative dentistry or orthodontics. In addition to salary there will be a clinical allowance of \$2,300 per annum.

**La Trobe University, Melbourne**  
**LECTURER IN FRENCH**  
A tenurable position as Lecturer in French will be available from the beginning of 1981.

**SCHOOL OF HUMANITIES**  
Applicants should hold postgraduate qualifications in some area of French studies and have experience of university teaching. They should have native or near-native proficiency in French and be confident to conduct classes both in French and in English. The appointee will be expected to undertake practical language teaching and studies in various areas of French literature and civilization up to fourth-year honours level. A broad field of teaching competence is therefore essential, though no particular area of specialization is designated. Preference may be given to applicants committed to carry out and supervise research in twentieth-century literature.

**Macquarie University, Sydney**  
**SCHOOL OF ECONOMIC AND FINANCIAL STUDIES**  
**SENIOR LECTURER/LECTURER IN ACCOUNTING IN THE FIELD OF MANAGEMENT INFORMATION SYSTEMS**  
Preference will be given to applicants with a postgraduate qualification in accounting or related areas. Applicants should have good command of English and be able to teach in this field. They should have a strong background in accounting and be able to teach in this field. They should have a strong background in accounting and be able to teach in this field.

**SCHOOL OF ECONOMIC AND FINANCIAL STUDIES**  
**SENIOR LECTURER/LECTURER IN ECONOMICS IN THE FIELD OF ECONOMETRICS**  
Applicants should have a postgraduate qualification in economics or related areas. They should have a strong background in econometrics and be able to teach in this field. They should have a strong background in econometrics and be able to teach in this field.

**BRADFORD UNIVERSITY**  
**RESEARCH ASSISTANT IN ENVIRONMENTAL SCIENCES**  
Applicants should have a postgraduate qualification in environmental sciences or related areas. They should have a strong background in environmental sciences and be able to teach in this field. They should have a strong background in environmental sciences and be able to teach in this field.

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**Monash University, Melbourne**  
**CHAIR OF PHYSIOLOGY**  
Monash University is seeking to fill the position of Professor of Physiology, which has become vacant on the resignation of Professor R. Porter, who is to take up the Directorship of the John Curtin School of Medical Research at the Australian National University. The appointee will be expected to become Chairman of the Department at least for a period of three years in the first instance.

The Department teaches extensively in the Faculty of Medicine and Science. There is a significant Honours programme and graduate school component of the Department's research activities. The present research interests of the Department are in brain structure, endocrinology, muscle physiology and neurobiology. However, ample scope is available to pursue other research interests in the field of physiology. The Department has recently moved into a new building providing 40,000 sq ft of space for research and teaching. Detailed information about the Department can be obtained from the Chairman, Professor M. F. Holman, and persons interested in research activities of the Department in the field of physiology, pediatrics, preventive dentistry or orthodontics. In addition to salary there will be a clinical allowance of \$2,300 per annum.

**La Trobe University, Melbourne**  
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**THE AUSTRALIAN NATIONAL UNIVERSITY**  
**FACULTY OF ARTS**  
**LECTURER—DEPARTMENT OF HISTORY**  
The successful applicant will be a person qualified to teach in the area of modern history, preferably in the field of European history. The appointee will be expected to undertake practical language teaching and studies in various areas of French literature and civilization up to fourth-year honours level. A broad field of teaching competence is therefore essential, though no particular area of specialization is designated. Preference may be given to applicants committed to carry out and supervise research in twentieth-century literature.

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**THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY**  
**MATHEMATICS EDUCATION CENTRE DIRECTOR**

The Mathematics Education Centre at the University of Technology is concerned with improving the standards of mathematics learning in National High Schools, Technical Institutions and Universities.

Activities of the Centre include research into teaching and learning problems in mathematics and the development and testing of learning materials.

The Director will be responsible for the Administration of the Centre including supervision and training of staff and the maintenance and development of a Resource Centre which is concerned with production and distribution.

**QUALIFICATIONS:** The successful applicant will have a first degree in mathematics or a related subject and preferably a higher degree in Mathematics Education. Proven research ability is essential and experience in curriculum development is highly desirable.

**SALARY:** Level 10 K15,630 (equivalent to Senior Lecturer) or Level 11 K17,630 (equivalent to Associate Reader)

**LECTURER IN MATHEMATICS (TECHNICAL MATHEMATICS)**

A specialist in mathematics for technicians in training is required. The successful applicant will be appointed at the Lecturer level in the Department of Mathematics but will be seconded half-time to the Mathematics Education Centre of the University to work on a project concerned with the development of mathematics materials for technicians in training. Within the Mathematics Department he will participate in the engineering mathematics teaching programme.

**QUALIFICATIONS:** A degree in mathematics or a related subject and post graduate qualifications in education. Experience in the course development and learning material production for mathematics courses in the T.A.F.E. (Technical College Certificate Level in U.K.)

**LEVEL OF APPOINTMENT:** Lecturer I (K11,930) — Lecturer II (K13,780) A\$1,215 NZ\$1,380 U.K. New pence .6195 at 7/12/79

**Initial contract period, three years. Other benefits include a gratuity equal to 24% of appointment, repatriation and leave fees (staff member and family), settling in and out allowances: six weeks paid leave per year; education fees and assistance towards school fees; free housing. Salary continuation and medical benefit schemes available.**

**For information and conditions of service write to (quoting Department):** The Registrar, University of Technology, P.O. Box 793, Lae, Papua New Guinea. Applications close on 15th February, 1980.

**THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY**  
**DEPARTMENT OF ARCHITECTURE AND BUILDING**

**1980 SHORT TERM STAFF VACANCIES**

Two vacancies occur to teach in the final year of the Bachelor of Building/Economics Course for 1980 only. Applications are invited from appropriately qualified persons who have both industrial and academic experience, to teach in Semester 1, Semester 2 or Semester 1 and 2.

Successful applicants will be able to teach in any 3 of the following subject areas:—

- (i) Structures (ii) Building Services (iii) Building Construction (iv) Construction Management (v) Quantity Surveying and Estimating (vi) Contract Administration (vii) Cost Analysis and Cost Planning (viii) Feasibility Studies

Appointments will be made on one of the following levels:—

- Senior Tutor (Level 7) — K10,195 NZ\$1,115 U.K. New pence .595 at 7/12/79
- Lecturer (Level 8) — K11,930 NZ\$1,285 U.K. New pence .6195 at 7/12/79
- Lecturer II (Level 9) — K13,780 NZ\$1,485 U.K. New pence .675 at 7/12/79

Benefits include a gratuity equal to 24% of appointment, repatriation fees (staff member and family), settling in and out allowances: paid leave at the rate of six weeks per year; education fees and assistance towards school fees; free housing.

**For information and conditions of service write to (quoting Department):** The Registrar, University of Technology, P.O. Box 793, Lae, Papua New Guinea. Applications close on 15th February, 1980.

**HONG KONG**  
**CHUNG YING UNIVERSITY**  
Applications are invited for the following posts:—

**WARRICK**  
**THE UNIVERSITY**  
Applications are invited for the following posts:—

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**THE UNIVERSITY**  
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**WARRICK**  
**THE UNIVERSITY**  
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**DEPARTMENT OF PHYSICS**

**LECTURER**  
The successful applicant is expected to participate in the teaching and research activities of the Department. The appointee will be expected to undertake practical language teaching and studies in various areas of French literature and civilization up to fourth-year honours level. A broad field of teaching competence is therefore essential, though no particular area of specialization is designated. Preference may be given to applicants committed to carry out and supervise research in twentieth-century literature.

**ASSISTANT DIRECTOR**  
The Assistant Director will have duties on a College-wide basis and which will include academic administration and the collection and presentation of management information, as well as academic oversight of specified areas of work in the college. Applicants must be graduates with good experience in an establishment of higher education at senior level, preferably involving duties wider than those within a teaching department.

**HEALTH AND NURSING STUDIES**  
**HEAD OF DEPARTMENT**  
**Grade 12 (£10,623)**

The department is responsible for the established nursing courses within the College, including the BA in Nursing Studies and post-registration nursing courses, e.g. Health Visitor training, and Clinical Teaching course. The Head will be expected to lead the development of courses in community nursing and nursing studies at these levels.

**SOCIOLOGY**  
**HEAD OF DEPARTMENT**  
**Grade 14 (£11,265)**

The department teaches to honours degree level particularly in the BA in Social Science where Sociology is a joint honours subject. The department also has important involvement in other degree and diploma courses.

**PHYSICS**  
**LECTURER 'A'**

Applicants should have a good honours degree with industrial and/or post-graduate experience in physics or physical electronics.

**SALARY SCALE**  
**Lecturer 'A' £4,464-£7,821 (Bar) — £8,397**

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the Establishment Officer, Glasgow College of Technology, Glasgow, G4 0B and should be returned within 14 days of the appearance of this advertisement.

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Applicants should have a postgraduate qualification in computing or related areas. They should have a strong background in computing and be able to teach in this field. They should have a strong background in computing and be able to teach in this field.

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Applications are invited for the following posts:—

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Applicants should have a postgraduate qualification in marketing or related areas. They should have a strong background in marketing and be able to teach in this field. They should have a strong background in marketing and be able to teach in this field.

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Applications are invited for the following posts:—

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The Glasgow College of Technology, a major polytechnic institution of higher education, invites applications for the following posts:

**ASSISTANT DIRECTOR**  
**£12,087**

The Assistant Director will have duties on a College-wide basis and which will include academic administration and the collection and presentation of management information, as well as academic oversight of specified areas of work in the college. Applicants must be graduates with good experience in an establishment of higher education at senior level, preferably involving duties wider than those within a teaching department.

**HEALTH AND NURSING STUDIES**  
**HEAD OF DEPARTMENT**  
**Grade 12 (£10,623)**

The department is responsible for the established nursing courses within the College, including the BA in Nursing Studies and post-registration nursing courses, e.g. Health Visitor training, and Clinical Teaching course. The Head will be expected to lead the development of courses in community nursing and nursing studies at these levels.

**SOCIOLOGY**  
**HEAD OF DEPARTMENT**  
**Grade 14 (£11,265)**

The department teaches to honours degree level particularly in the BA in Social Science where Sociology is a joint honours subject. The department also has important involvement in other degree and diploma courses.

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**LECTURER 'A'**

Applicants should have a good honours degree with industrial and/or post-graduate experience in physics or physical electronics.

**SALARY SCALE**  
**Lecturer 'A' £4,464-£7,821 (Bar) — £8,397**

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Candidates, who will be expected to enrol for a higher degree of QNAA, should be qualified accountants and/or have a good first degree in a relevant discipline. The posts are for a two year period.

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**WOLVERHAMPTON**  
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Salary: £24,226 to £30,059 per annum plus £1,100 incentive of London Allowance.

Applications are invited from qualified candidates for the above senior post within the Division of Mathematics and Computing. As well as strong academic leadership in the area of mathematics, the successful candidate will be expected to contribute to one or more of the following:

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This is a re-advertisement and candidates who previously applied for this post should not re-apply.

Application form and further details from 'Personnel', The Polytechnic, Central London, W1 1LY (Tel: 01-255 9000 ext. 2187).

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Applications are invited from suitably qualified candidates for the post of Temporary Lecturer in Senior Biology. The appointee will be expected to undertake practical language teaching and studies in various areas of French literature and civilization up to fourth-year honours level. A broad field of teaching competence is therefore essential, though no particular area of specialization is designated. Preference may be given to applicants committed to carry out and supervise research in twentieth-century literature.

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## Union View

### Coping with the climate of pessimism



David Aaronovitch

A piece of graffiti to be found somewhere in Reading University says: "1980 will make 1984 look like 1968. If this sounds excessively gloomy it nevertheless reflects the despondency felt by many who, until May of last year, felt that some of their favoured educational projects at last stood a chance of becoming reality. Its that grants for the 16-19s was only to be a limited pilot scheme, that the Cakes Report recommendations fell far short of what was desired and that the Government had not outlined exactly what its thinking was on "Model R"—the continuation of places in higher education on the reverse side of the hump. Some of us also felt the welcome of the Youth Opportunities Programme, that an over-concentration on the Work Experience (WEEP) con-

ponent might lead to a serious distortion in the educational and training purposes behind the programme. Nevertheless, we were optimistic, and this optimism, partially allowed a change in orientation of organizations like NUS from a role of pure oppositionalism to that of constructive critic.

It seems to me that there are three major ways in which educationalists can cope with the present climate of pessimism. The first is to argue, as Dr Brosen has done in the columns of this paper, that the Government in its attitude towards education has tapped a basic "instinct" within the British people and that we had better knuckle under. The second way is to admit the inevitability of crippling cutbacks in educational expenditure but for each section to argue for a mitigation of the effects in their own particular area. Thus we could envisage a series of highly defensive battles fought around sectional demands, which however worthy (such as the battle to defend employment) take place long after the ideological stable door has been closed.

As is usual in these polemics, it is the third way, that of creating an "alternative" plan for education, that NUS espouses. It is my belief that public hostility towards education has been much exaggerated. There remains to be created within the community a powerful lobby for education which could help to have a decisive effect on government thinking. The essential question therefore is under what circumstances can those of us involved in education assist the creation and articulation of such a lobby?

At our last conference in December, largely unnoticed in press reports which concentrated on the bureaucracy of the mayor of Blackpool and the visit of Derek Robinson, a motion was passed which included the resolution that the executive should draw up a manifesto for education. This document is to provide the theoretical basis for a student campaign in the institutions and the community on the sort of higher and further education system that Britain needs in the eighties.

It is our belief that much public antipathy towards post-school education exists because of its exclusivism. It follows from this that any campaign that seeks only to defend the status quo will find it difficult

to attract the level of support that requires to be successful. In order then to create a general atmosphere which is pro-education what has to be fought for is an extension of educational provision to those who do not, at present, enjoy it. The manifesto will seek to outline the fact that technological and social changes will require a transformed education system much better able to meet individual social and economic needs. Drawing together the different elements of NUS's education policy we will try to pose a national alternative which does meet these needs. The manifesto should then address itself in the sort of alternatives required at a local and institutional level. We will basically be arguing that students and others should create development plans for colleges that draw in individuals and organizations within the community and commit them to institutional development.



There are three main areas for development in localities: access, curriculum and democracy. The manifesto will call for a greater attention in all colleges to local educational needs as defined by a fairly wide cross-section of local thought, curriculum development to support this, and an opening up of representative structures to take account of, and to plan these changes.

I restate my belief that with cooperation between those of us involved in education in the creation of alternatives that can appeal to a wider public means that we could avoid the pitfalls of defeatism, sectionalism and that mindless militancy of which NUS is so often, unjustly, accused.

Otherwise 1980 looks like being the beginning of a very bleak decade for further and higher education.

The author is deputy president of the National Union of Students.

### There is still a demand for graduates

Gloom is the prevailing economic mood as I write this article (a few days before Christmas). Galloping inflation, rising unemployment, severe contraction and closure facing a major industry are only some of the factors which combine to encourage that mood. Clearly anyone who writes in these circumstances on the subject of employment prospects is a fool if he does not recognize that much of it is wholly justified. Furthermore, since many of the omens are bad, even the signs which give cause for optimism have to be viewed with caution: things could—may—change for the worse.

The signs are there nevertheless. From my vantage point the most encouraging is the fact that employers, especially industrial employers, are still seeking graduate recruits. Indeed, the demand appears to be little different in volume from that of 1978-79, which was a record year. We in Cambridge have been notified of just about the same number of vacancies from the same number of employers, as at this stage of the last academic year. The number of employers who made recruiting visits to Cambridge in early 1978 was record. The number who have booked to come in early 1980 is slightly higher.

Of course all this needs qualification. Cambridge is not typical. Projects, and projected recruitment, may not materialize. There could be a repetition of the situation in the early 1970s when many industrial employers stopped recruiting. This is true, but such developments would be what seems to be the current mood. In recent weeks I have been engaged in discussions with several major firms who are genuinely and enthusiastically keen to develop better understanding of industry among those in the university. A readiness, which extends

beyond a simple recruiting operation. Numerous conversations during the past year have revealed an urgent wish on the part of employers, even those in the most volatile sectors of the economy, to avoid a repetition of the early 1970s cutback. This wish reflects the fact that one result of that cutback was to create in many able graduates an antipathy to industry which was not reversed for several years.

It has been reversed, as figures for entry to industry in the past four years show. At Cambridge, for example, the proportion of the graduating population entering manufacturing industry rose from 7.6 per cent of those whose destinations were known in 1975 to 12.2 per cent in 1978. There are various causes of the present trend of interest which are national, not just local. One of the main ones being the manifest seriousness with which industrial leaders are now viewing the recruitment of able graduates. I say now, because in the earlier period the opposite was sometimes the case. Pretty obviously the need to recruit such people is real. Some are attributable to the dearth of able, innovative people going into manufacturing industry, and particularly into production management. The Finniston Committee, a forerunner of whose report has been repeatedly cited with this question in mind, has been looking at the training of engineers and technologists.

To have more good and reliable engineering graduates going into industry would certainly be a good thing, but in accepting that one should not lose sight of the overall requirement of which the attraction of engineering is a part. The overall requirement, surely, is for more able people to go into manufacturing jobs. Many of them need to be engineers, but not all of them. One of the great strengths of the British approach to education and employment compared with, say, the German, is that the British people are adaptable and in British can be encouraged to adapt to widely varying roles, as needs change. The manufacturing industry has been a climate in which able people see

a job in manufacturing industry as attractive. That depends at least as much on the social status accorded to, say, production managers as on specific content of higher education, and in this respect the comparison between the British and the German scene is, still, very much to our disadvantage.

This is one crucial reason why it is important nationally for the recruitment of graduates to be maintained and why, therefore, the signs which I mentioned at the beginning of this article can be claimed as causes for general rather than parochial optimism.

In writing this, I naturally run the risk of being accused of special pleading (and also, incidentally, of taking an over-rosy view of the very real employment problems which many graduates face). Let me add, therefore, that I see substantial social and political problems in a situation in which labour-intensive activities become fewer, general unemployment levels continue to rise and the chances of employment for the more highly educated grow proportionately greater. Higher education equals unemployment. The reason is clear. The complexity of management processes, and therefore the level of skills needed, is rising.

It is easier to see the problems than to devise solutions, and a lot of urgent attention ought to be paid to developing them. It is a task which universities and other educational institutions could reasonably be expected to address themselves. Unfortunately, faced with severe financial difficulties and the uncertainties induced by a series of government decisions, they are presently concerned with their own problems and the state of morale in higher education generally is hardly conducive to bold and imaginative forward thinking. But that could be the subject of another article.

Bill Kirkman

The author is director of the University Careers Service at Cambridge.

## Don's diary

### Monday

I hope the kettle will behave itself. This morning I am teaching on our "Indian" course. This is a specially designed 12-week management course for Indian Headteachers with a follow up visit to the Himalayas planned for next summer. There seems a good chance of this. For some reason I feel better about it than any of our other courses. Although they too have some overseas attractions. I arrive just before 9.30 with briefcase in one hand and large old fashioned lump of kettle in the other. I had never seen a kettle like this one before last Saturday. The course members seem pleased at the sight of the kettle. Previously we had had to walk some distance through the cold English air to get a hot drink. After the first couple of times we found that most of them preferred to go without a drink rather than face the walk outside. After failing to negotiate the loan of either of the other two kettles in the building I had decided to get one of our own. Luckily last week a request from the local scout troop gave me an idea. So on Saturday afternoon I had joined the queue of people who were armed with plastic and string bags and had not been to a jumble sale for years. At last the experience of playing rugby at school came in useful and I obtained the kettle for 15 pence.

I arrive home in the evening and find that the MSc course tutor has been trying to contact me about doing some extra sessions for his course. Being a good Taoist I decide on a course of non-action. I phone the colleague who is lecturing on the Indian course tomorrow, explain about the kettle and ask him to bring some tea-bags.

### Tuesday

Tuesday is teeny-budding day. A colleague and I are engaged in a real life team building situation. We have been struggling for several months to build this group into a team. It's certainly helped to build us into a team, however we have doubts as to our success with them. We set off at about 8.15 not having yet decided what we are doing today. The pressure of work has got in the way of our planning. Luckily we have an hour's drive ahead of us and during that time we intend to work out a design for the day. The day starts with a bang. We have gone only two miles when a car hits us on the side. Fortunately for me, my colleague was driving his car. He is a bit shocked so we limp back to the house, leave his car there and set off in my car. Despite all this we come up with some excellent ideas for the day and the team building session goes so well that we decide that we will write up our approach to team building for a presentation which we get the time. Perhaps on a longer journey. In the evening I call in at the hotel where the Indians are staying and confirm that they can come round on Sunday.

### Wednesday

The morning session on network analysis turns out to be about operations research in a housing project. Fortunately I have done a network analysis on making the tea and the rest of the morning goes as planned. In the afternoon I spend time with the playgroup, preparing my case for not doing the extra lectures on the MSc course and trying to sort out what has happened to my missing expenses claim. The evening is taken up by a meeting of the Regional Organization Development Network. As my wife is also interested in this, we run up further debt in terms of another sit for the baby-sitting circle.

### Thursday

In the morning I lecture to the part-time diploma course about the effective manager. In the afternoon, I fix up some

visits for the Indian course, carry out some tutorials and make further enquiries about the missing expenses. The problem seems to be that I have claimed car travel from home instead of from the polytechnic. That some of the trips were on Saturdays and Sundays, when I would not have gone into the polytechnic, seems beside the point. The rule does not take account of the fact that I don't normally travel in by car unless I need it for polytechnic business.

### Friday

Deepavali greetings. This is the legend on the cards which are presented to us. It seems that next Tuesday is Deepavali, a Hindu festival of light and illumination. Wonder if I can arrange a trip to Blackpool for them for that day. If not the course will have to provide them with the light and illumination.

In the evening two of the Indians call round to check what spices we have got. They are impressed by our range of marasins. I hope that on Sunday we will learn how to use them properly. I wonder if we would have been wiser to offer them a traditional English meal?

### Saturday

At last a break from teaching. Manage to get some Assam tea, colleague calls round with some lamb for one of tomorrow's curries. Forget about getting Indian records from the library until it is closed. However, manage to borrow a couple of suitable records from friends. Run up a further baby-sitting debit in the evening by going to a colleague's for dinner. Hope our meal tomorrow will go as smoothly as this one. Have nightmare about being thrown into debtors prison by the baby-sitting circle. Decide to borrow dream interpretation book from library.

### Sunday

In the morning run a session on communications for the Adult Education Teachers' Course. Nearly decided to refuse to do it as it is on the wrong side of the city and I will not be able to claim my expenses in full. But as the course tutor is a friend I decide I cannot let him down. At four o'clock I go to the hotel and collect the three course members who are going to do the cooking. I had not realized the problem of cooking a meal for 16 people, particularly using three Indian cooks and catering for both vegetarians and non-vegetarians. I am used to running group exercises, but not like this. The cooks get to work.

Fortunately we have an old table in the garden. Out he goes to prepare the lamb curry. I suddenly remember the camping stove and climb up into the loft to look for it. I eventually find it and set it up outside. He is certainly coping well with adverse conditions. Luckily the rain is not too heavy. The others arrive and we try to find enough suitable drinks for everyone. The cook wearing the dhoti notices our apple tree containing apples. If I get 16 and peel them he will prepare something from them. Eventually, after about three hours, all 16 ready and 15 of us sit down to a delicious meal to the strains of a star in the background. But where is the other Indian? Is he still cooking in the kitchen? We track him down. There he sits, cross-legged on his dish in the middle of the kitchen floor, eating his meal. It is a very enjoyable evening and seems to be appreciated by all, even those of us who are exhausted. I say loudly to the other two course tutors how much we are looking forward to the Indian evenings at their houses. They seem very quiet and say nothing.

Graham Williams

The author is senior lecturer in education management at Sheffield Polytechnic.



## Doubts about Arts Council selection



My own doubts about the present system are less as to its principles than its practice. I have seen some of the good the Council has done in the four years I have served. I have also seen some whose nominations seemed to owe more to their membership of a quite small, upper stratum of the community than to the fact that their likely grasp of council matters. The main objection to the present system is that, in spite of some improvements in trawling over the past few years, the range of views is still too narrow and unpredictable. Here is where wide public advertisement might bring improvement. We need more air and light in the system. Of course, this is a difficult task, and the steps usually do not come in the order in which I have indicated. It would increase the pressures of interested parties on both the Council and its officers. That is unavoidable and not respectable, but beyond a certain point such pressures cancel each other out.

Nothing in what I have said so far will satisfy those who most strongly insist on a "democratically elected" Council. Yet it is in fact quite hard to decide just how that might be brought about. For any election would need to take place in constituencies. How do you define the constituencies germane to a national Arts Council? It is usually said that there should be several different elected groups. So one group would be furnished by the unions in London, I think, and another by members all my working days but I don't want my unions to oversee all aspects of my life, nor do I think them necessarily equipped to do so. And if the unions, why not the churches and chapels, the Women's Institutes, the women's Guild and a lot of others, no less relevant collectives?

Another clashing group, it is argued, would be of representatives from specifically arts unions, presumably managed by artists. There would always some artists of different kinds on the Council; and they usually belong to their unions. But they are not in the same economic class. For the Council the servant of the arts unions. Its brief is to help the arts develop and to further their appreciation. It is not concerned with promoting their art in themselves. They are concerned with protecting their present membership and expanding it. It is true that sometimes arts unions will actually work against the development of their particular art so that their members shall be protected. That is their right, but it doesn't commend them as a sensible well-informed group. The president of the Arts Council is a wide bourgeois

to achieve anything like this spread-  
over a total of only 20 people means  
that every member has to wear  
several different hats: "Lancaster-  
middle-aged mother, local council-  
or, member of many voluntary  
bodies, chairman of the board con-  
her town's professional theatre." Even so, complete representation  
successes over the years, and  
that five or six (Council  
members at present serve for three  
is virtually impossible. Still, it is

not axiomatic that if a fully representative Council created in this head-counting way were arrived at it would be more effective than one with greater elements of chance and choice, in its make-up.

There is more to be said for the present system, on grounds of democratic grounds, than is usually admitted. It puts the final responsibility on a member of the Government, an elected MP, if almost wholly avoids the likelihood of mass abdication. It is, of course, possible to argue quite cogently that we are

habitually too afraid of the mass of mandation in the Council, that they have shied of those who are in favour of explicit mandation—with this member the spokesman of Equity, this of the Association of British Orchestras, this of the Society of Authors, arguing that such a course would be more democratic and clear reflection of the real state of things and that a council chosen as yet would through the clash of different interests arrive at the health of responsive and coherent collective action.

I think the present system too allows the Council usually to reach such judgments. Nor do I see any quality inherent in the expressly mandated approach which would lead naturally to a more democratic and more liberal mind, less rather to horse-deading and compromise; or to final decision-making being often

Another elected group, it is suggested, might be drawn from local government members right across the country. Again, it is worth pointing out that there are usually some people with a good knowledge of RAA's on the Council nowadays who are members of local councils. But why should such people in general be thought necessarily to have considerable knowledge of the various aspects of the national spokesman for them? Their audiences? I prefer pluralism: as with the unions, object to cradle-to-grave assumptions by any group.

Thereupon some others say: well, there are the Regional Arts Associations; let them provide a substantial elected element within the Council; they cover the whole country and are largely funded by the Council anyway. One suggests that our current members of RAA already on the Council and many more on the Council's advisory committees and panels. But I know plenty of RAA members who view the prospect of direct and explicitly elected RAA membership on Council with dismay.

So it seems to me that the proponents of an elected Arts Council have to do better than this. So far, most proposals mistake form for substance and end in mere, mechanical jigsaw-making. Unless better proposals emerge, I for one—as much as I favour increased democratic practice anywhere—will go on pushing the case for a council with a greater width within the present salutory system. I will also go on urging the Council itself to be more open in its decision-making. I would then be, and should be, criticised no less: indeed, perhaps would be criticised more, because more would be expected of it. I would hope that such criticisms would be informed, less shibboleth-laden. That seems the best first way towards greater and more explicitly democratic accountability.

well, as you, Sir, seem to think I have done—how can this divorced from the existence of NATPIE be "far less quick-frozen" in the public relations game. we in APT can subsidize the "riders" in polytechnics, and put forward for them views which you never otherwise be heard, and our very existence curtail the excesses of NATPIE, closed—and all, yet—in all this—rest the right of teachers to join.

not to join us, or to leave us for  
reason that seems good to the  
why is NATFEE so scared of sim  
competition?  
Yours faithfully,  
L. W. BLAKE,  
Vice-chairman,  
South Bank local association  
A.B.T.

Sir,—While I would like to congratulate David Jobbins on his excellent attempt (December 21) to thread his way through the intricacies of the progress towards recognition, there are two major points which I wish to have the opportunity to

The impression about APT membership conforms to a pattern which we have recently become familiar. First of all, the £10 APT subscription (now £12) was not split between the local associations (which are virtually autonomous) and the central organisation; the

quent delay in updating stock orders, always leaves some members in arrears, as every such association is aware. The implication that A membership can be calculated by dividing the central subscription come by £10 is, therefore, misleading. The correct figures will be published by the Registrar of Companies.

The second point which I think is correct is the suggestion that APT

progress has been slow. Refer to any trade union, AUT or NAIT, the old ATTI, would show APT's progress has been slow and rapid and looks like settling a thing of a record for the reaction of a teachers' association.

**STEPHANIE A. PERRIN,**  
Chief Executive,  
APT.

## Adult literacy

Dr. Richard Hoggart (The Times, December 14) notes one of the fundamental dilemmas of the callous system in his analysis of the use of volunteers in adult life. He asks the extent to which traditional

The reality is that there is far as adult literacy is concerned a mixture of provision. The reality is that there are hundreds of thousands of educationally de-

adults in this country, and who are to be responsible for the provision of equal opportunities for all. 1944 arguments have raged around this question and are likely to do so for the indefinable future cannot be denied. But it is a beneficial and enlightened

# ACACE reprieve welcome

new and more urgent demands. The advance of new technologies will have radical effects on employment structures, skill demands, and leisure patterns. Both retraining for new jobs and re-education for leisure (whether of the benign short-working-week variety or the more radical and important kind) will become more important in the 1980s.

It would be wrong to pretend that the traditional providers of adult education—the Workers Educational Association, local authorities through evening institutes, and university extra-mural departments—will be able to do much more and wider work with ease. It would also be wrong to suggest that other

But it is precisely this gap between present provision and future roles that ACACE can help to bridge. ACACE can be used by higher education to think about the challenges they face. If adult education is to be transmogrified into continuing education, conceptual barriers that are at least as high as the practical ones must be overcome. ACACE by itself cannot

achieve this much needed redefinition, but it is a key institution which others can use to achieve it. Above all, the existence of ACACE is good for the morale of adult education (especially at a time when the unseen hand of public expenditure cuts is hitting it harder than in other sectors). For all these reasons, Mr Carlisle was right to reappraise ACACE. It is a very important institution, not so much

## Funding inquiry a wise choice

This subject was suggested to the committee by the DES, for a mixture of motives. Mr Cerrille and his Government colleagues are anxious for the committee to suggest guidelines for the "broader steps on subject balance about which they have become quite enthusiastic," sanitized manpower planning in a way, DES officials are keen on "broad speers" and also are anxious to encourage anything that might breathe a little life into Oakes-type policies for the public sector as a second and more serious investment strategy.

There are three under-stander points. They understand better.

than the politicians, that now that endless expansion has been replaced by steady state, a more interventionist instrument for, course approvals (and disapprovals), must be forced to replace the blunt edge of

# Library scheme must go ahead

must be preserved (for its originally intended use—no one has suggested its demolition); there is no need to provide more readers' spaces (although tickets have become harder and harder to obtain—Marsden would go further and suggest that the library should be encouraged to concentrate the collections at present dispersed throughout London has been exaggerated); and so on. The contrary arguments are also advanced, but in such a way that perhaps should be repeated also: The new library would allow far more readers to have access to what is after all the national collection; it would allow the library's collections to be concentrated so providing a quicker and more efficient service to readers; it would allow far more books and manuscripts to be kept in London; it would allow the convenient public transport and in any case is barely half a mile away. These arguments have already been made painstakingly on the side of the new library, on the other

must be preserved (for its originally intended use—no one has suggested its demolition); there is no need to provide more readers' spaces (although tickets have become harder and harder to obtain—Marsden would go further and suggest that the library should concentrate the collections at present dispersed throughout London has been exaggerated); and so on. The contrary arguments are also advanced, but in such a way that perhaps should be repeated also. The new library would allow far more readers to have access to what is after all the national collection of books. It would allow the university collections to be concentrated so providing a quicker and more efficient service to readers. It would allow far more books and manuscripts to be kept in the country, where they are convenient to public transport and in any case is barely half a mile away. These arguments have already been made patristically by the idea of a new library on the site of